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ABSTRACT

The project objective was to gather data for the purpose of identifying the scope and sequence of activities needed by instructional personnel in Texas correctional settings to meet the needs of students in a multidisciplinary setting. Six questionnaires were developed and administered to seven different sample groups: inmates, parolees, teachers, institutional support personnel, college professors and teachers of inmates, and selected college professors and institutional personnel. The report includes a chart representing the results of all data collected, listing the topics in rank order of interest as chosen by inmates, parolees, institutional instructors, and support personnel. Also resulting from the survey is a list of specific courses with concepts to be developed: human relations, criminology, health education, social problems, communication skills, Spanish, psychology of personality, economics, psychology of adult learning, abnormal psychology, social psychology, and vocational psychology. Appended to the report are four questionnaires indicating total number of responses from parolees, inmates, teachers, and institutional support personnel. Also included is a list of concepts which, according to the survey, instructors in an institutional setting should exhibit and be able to teach. (NJ)

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ED131306

COLLEGE CURRICULUM FOR

CORRECTIONAL INSTRUCTIONAL PERSONNEL

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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VT-103-278

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CE 008 946

TABLE OF CONTENTS

Statement of Problem 1

Procedures 2

Limitations 2

Assumptions 3

Findings 3

Chart--Questionnaire Responses 4

Chart--Structure for College Curriculum . 8

Exhibits 20

COLLEGE CURRICULUM FOR CORRECTIONAL INSTRUCTIONAL PERSONNEL

Report of Task Force

STATEMENT OF PROBLEM:

There are approximately 19,000 inmates in the facilities of The Texas Department of Corrections. Of these, approximately 9,000 are enrolled in public school programs. These programs employ approximately 400 certified instructional personnel providing educational experiences in regular education, special education, vocational education, and adult and continuing education.

Most of the individuals at the Department of Corrections will return to live and function in society. Their quality of life and chance for success and, therefore, societies' chance for success will, in part, depend upon educational interventions while they are incarcerated. One of the most critical factors in the quality of life is ones ability to gain an appropriate position in the labor market. To achieve this, in part, an individual must be able to assess his or her own assets and liabilities as well as gain some insight into their current position in time and space, being able to integrate this into a meaningful milieu leading to a positive life direction. If teachers and other school personnel are to be of assistance to their students in achieving a perspective and relevancy of current activities to a total life structure, the instructional personnel must have knowledge of both the pyscho-social dynamics of the individual as well as the environment from whence the student comes and to which he is striving. Information from The Texas Department of Corrections indicates that both students and staff are aware of unmet needs in these areas.

At the present time, there is no college program at either the graduate or undergraduate level to provide a specific scope and sequence of experiences designed to provide teachers or teacher candidates with either the knowledge of the unique needs of correctional students or specific approaches to educationally cope with the correctional student's needs.

Specifically the objective of this grant was to gather data to assist a Task Force (see Exhibit A) in identifying the

scope and sequence of activities needed by instructional personnel in correctional settings to meet the needs of students in a multi-disciplinary setting. This information should allow the Texas Education Agency, the Windham Independent School District, and the universities to structure an appropriate scope and sequence of activities to enable teachers in a correctional setting to meet their students' needs.

PROCEDURES

In order to obtain the results as stated in the proposal the task force suggested that six questionnaire forms be developed and sent to seven sample groups. These questionnaires were distributed to the following:

Questionnaire A - (Exhibit C) to inmates at TDC

Questionnaire B - (Exhibit D) to parolees in Texas

Questionnaire C - (Exhibit E) to teachers at TDC

Questionnaire C - (Exhibit F) to Institutional Support Personnel

Questionnaire D - (Exhibit G) to College Professors and to teachers of inmates, and

Delphi Survey - (Exhibit H) to selected professors and institutional personnel

LIMITATIONS

1. Because of the nature of the survey no effort was made to do a statistical analysis of the data. It did not appear that a statistical approach would produce the needed results.

2. It was not possible to conduct a full Delphi survey because of the tight time schedule. Consequently, a modified Delphi was used in collecting da a from University professors and from teachers at TDC.

QUESTIONNAIRE RESPONSES

Since a different number of people responded to each questionnaire it was necessary to determine the results by tallying each group individually. Each group responding to Questionnaire A, B, or C (which were similar) was tallied and rated according to their values. Each group was then totalled and a composite score was obtained. The lowest number represents the most often requested items.

The results of this group of questionnaires was as follows:

Topic	Inmate Responses	Parolee Responses	Teacher Responses	Inst. Support Personnel Responses	Composite
Drug Education	6	8	1	7	22
Radio and TV Repair	10	5	15	1	31
Welding	11	7	19	2	39
Cabinet Making	22	2	18	6	48
Brick laying & plastering	27	4	10	11	52
Human Relations	13	23	7	9	52
Plumbing	18	20	14	5	57
Law Society	5	47	8	8	66
Vocational Education	16	13	20	18	67
Photography	2	3	28	36	69
State Government	24	25	5	15	69
Printing	28	9	30	4	71
Painting & Decorating	17	15	27	14	73
Constitutional Law	7	18	22	31	78
General Mathematics	29	29	6	17	81
Leather Crafts	8	6	42	27	83
Federal Government	15	26	12	30	83
Electronics	14	14	46	12	86
Driver's Education (Private)	9	19	38	21	87
Tailoring	39	21	48	3	111
Sex Education	21	52	16	25	114
Creative Writing	40	17	21	39	117
Automotive Technology	38	24	36	20	118
Body Health & Hygiene	26	73	3	16	118
Computer Programming	20	10	68	28	126
Modern Social Problems	52	44	2	32	130
Beginning English	53	57	9	13	132

3. On Questionnaire D (Exhibit F) to instructors in Universities and correctional settings a list of methods courses necessary for institutional teaching were listed. These were not submitted as a part of the inmates and parolees questionnaires due to their limited background in the teaching field. It was then the responsibility of the Task Force to take this information from the professionals and make recommendations in this Document.

ASSUMPTIONS

Questionnaires which were distributed to inmates and parolees used simple straight-forward terminology. It must be assumed that the terminology used was within the participants ability to comprehend.

FINDINGS

Since a different number of people responded to each questionnaire it was necessary to determine the results by tallying each group individually. Each group responding to Questionnaire A, B, or C (which were similar) was tallied and rated according to their values. Each group was then totalled and a composite score was obtained. The lowest number represents the most often requested items.

The results of this group of questionnaires were as follows:

Topic	Inmate Responses	Parolee Responses	Teacher Responses	Inst. Support Personnel Responses	Composite
Drafting	33	12	45	24	132
Effective Reading	51	36	24	22	133
Narcotics & Vice Control	1	48	52	33	134
Carpentry	32	1	26	10	137
Spanish	19	41	31	47	138
Family Life	23	69	63	50	143
Driver's Education (Commercial)	5	27	66	54	152
Psychology of Personality	37	43	23	49	152
Functional English	54	49	41	46	153
Criminology	4	45	55	52	156
Negro History	41	32	29	55	157
Fundamental of Crafts	56	28	58	23	165
General Economics	44	30	53	38	165
Local Government	66	50	11	40	167
Mental Hygiene	79	37	13	41	170
Football	12	11	83	71	177
General Psychology	59	64	32	29	184
World History	31	33	47	75	186
Baseball	35	22	75	56	188
Family Life Education	45	82	17	45	189
Vocational Psychology	61	35	50	48	194
Nutrition	75	40	40	43	198
International Law	25	31	78	67	201
Labor Problems	42	46	64	51	203
Social Changes	65	71	37	37	210
American History	55	59	39	62	215
Social and Political History of U.S.	69	38	34	74	215
Music Appreciation	34	63	49	70	216
General Science	64	82	35	35	217
Basketball	47	42	69	64	222
Track and Field	30	34	85	78	227
Composition	83	58	33	53	227
Chemistry	50	68	63	50	231
Clothing & Textiles	72	53	67	42	234

Topic	Inmate Responses	Parolee Responses	Teacher Responses	Inst Support Personnel Responses	Composite
Psychology of Learning	36	55	71	72	234
Abnormal Psychology	62	66	76	34	238
Recent American History	71	39	61	68	239
Elements of Social Psychology	57	65	59	58	239
Biology	63	67	51	60	241
Tennis	48	54	84	57	243
College Algebra	73	62	43	69	247
Introduction to Sociology	68	70	44	66	248
French	46	60	79	76	261
Meal Planning & Service	82	85	57	44	268
Family Life Nutrition	84	81	41	63	269
Educational Psychology	49	76	85	65	276
Physics	67	56	77	79	279
German	60	61	82	77	280
Dance	58	75	62	85	280
Drafting	43	16	54	19	291
Municipal Government	85	51	73	82	291
Botany	86	86	60	61	293
Industrial Psychology	81	77	80	59	297
Regional Geography of N.A.	74	79	65	81	299
Development of Man	80	80	56	84	300
Economic History of U.S.	70	74	74	83	301
Geology	76	84	72	73	305
Urban Life	78	72	80	81	311
Zoology	77	78	70	86	311

Responses on Questionnaire D, which was returned by professors in colleges and universities, educational leaders from correctional settings, and teachers presently working in correctional settings, were tallied. These did not attempt to establish a priority. These were used only to identify whether courses should be taught at graduate, undergraduate (pre-service), in-service level or to identify those which were unnecessary. The results of this is shown on Exhibit G.

The Delphi Survey, which was sent to a selected group of university instructors and educational leaders in correctional settings, asked each participant to list three concepts in selected areas pertaining to affective education. (See Exhibit H). These responses were refined and combined where possible. The results of this is shown in Exhibit I.

The following chart is a result of all of the data which was collected and can serve as a framework for structuring a college curriculum for correctional instructional personnel.

STRUCTURE FOR COLLEGE CURRICULUM

The following topics are listed in rank order of interest as to how they were chosen by inmates, parolees, institutional instructors and institutional support personnel.

Column I represents topics which are in the area of vocational training and were not recommended per se at the university level.

Column II-a represents courses which were suggested but are generally taught at an undergraduate level. Column II-b and II-c are those courses which were suggested and should be taught as a part of preparation for teaching in a correctional setting. The numbers shown in Column II-b refer to suggested course titles which are listed with concepts on pages following the chart. These concepts are those suggested by professionals on the Delphi Survey.

Column III is a list of topics which participants suggested should be taught in inservice.

Column IV is a list of topics which participants felt should require no special training.

Topic	I Vocational Courses	II University Level Reg. Course (a)	Under Grad. (b)	Grad. (c)	III Inservice	IV Sp. training Not necessary
Drug Education					x	
Radio and TV Repair	x					
Welding	x					
Cabinet Making	x					
Bricking laying & plastering	x					
Human Relations			#1			
Plumbing	x					
Law & Society			#2			
Vocational Education	x					
Photography	x					
State Government		x				
Printing	x					
Painting & Decorating	x					
Constitutional Law			#2			
General Mathematics		x				
Leather Crafts	x					
Federal Government		x				
Electronics	x					
Driver's Education (Private)						x

Topic	I Vocational Courses	II University Level (a)	(b)	(c)	III Inservice	IV Sp. training Not necessary
Tailoring	x					
Sex Education			#3			
Creative Writing		x				
Automotive Technology	x					
Body Health & Hygiene			#3			
Computer Programming	x					
Modern Social Problems			#4			
Beginning English		x				
Drafting	x					
Effective Reading			#5			
Narcotics & Vice Control			#2			
Carpentry	x					
Spanish			#6			
Family Life			#3			
Driver's Education (Commercial)						x
Psychology of Personality			#7			
Functional English		x				
Criminology			#2			
Negro History		x				
Fundamentals of Crafts	x					
General Economics			#8			
Local Government		x				
Mental Hygiene		x				
Football						x
General Psychology		x				
World History		x				
Baseball						x
Family Life Education			#3			
Vocational Psychology			#12			
Nutrition	x					
International Law				x		
Labor Problems				x		
Social Changes			#4			
American History		x				
Social and Political History of U.S.		x				
Music Appreciation		x				
General Science		x				

Topic	I Vocational Courses	II University Level (a)	(b)	(c)	III Inservice	IV Sp. training Not necessary
Basketball						x
Track and Field						x
Composition		x				
Chemistry		x				
Clothing & Textiles	x					
Psychology of Learning			#9			
Abnormal Psychology			#10			
Recent American History		x				
Elements of Social Psychology			#11			
Biology		x				
Tennis						x
College Algebra		x				
Introduction to Sociology		x				
French						x
Meal Planning & Service	x					
Family Life Nutrition		x				
Educational Psychology			#9			
Physics		x				
German						x
Dance						x
Municipal Government		x				
Botany		x				
Industrial Psychology			#12			
Regional Geography of N.A.						x
Development of Man		x				
Economic History of U.S.		x				
Geology		x				
Urban Life		x				
Zoology		x				

Some specific courses with concepts to be developed were a result of the survey questionnaires. These are as follows:

#1 Human Relations

Students preparing to teach in a correctional setting should be able to exhibit and teach:

Skills:

The importance of good human relation skills in all groups.

Respect for others and for their opinions.

The ability to know when and how to speak in a language of sub-cultures.

To recognize the factors which make us like or dislike another person.

Acceptance of each individual as a person of worth whose needs must be met.

Sensitivity to other's feelings and temptations.

The importance of truthfulness in working with others.

Respect for rights and property of others.

Skills necessary for establishing rapport with other individuals.

Skills necessary for the role of group discussion leader.

Ability to use social skills such as courtesy, constructive criticism, expressing sympathy, exhibiting patience, and concern for others.

Cultivating friends and activities which will provide clean, law-abiding activities.

Understanding Self:

The ability to accept, understand and deal with the real world.

The ability to accept failure.

"Coping" skills preparing him/her to accept and communicate with strangers.

#2 Criminology

Students preparing to teach in a correctional setting should be able to exhibit and teach:

Skills:

The relationship between law and society.

How Constitutional law affects the individual.

Understanding the peer code of ethics for inmates.

Acceptance of prison atmosphere.

Respect for law and order.

Ability to accept the role of ex-offenders and restructure life.

To recognize and be able to deal with manipulators, neurotics and aggressors.

Narcotics and vice control.

Juvenile Delinquency:

An understanding of the youthful offenders.

Penology:

An understanding of the American correctional setting.

#3 Health Education

Students preparing to teach in a correctional setting should be able to exhibit and teach:

The ability to face family situations.

How to meet the demands of home life.

An understanding of sex and the family life.

Principles of body health and hygiene.

Knowledge of and interest in physical activities that can be continued throughout adult life.

Importance of both individual and group leisure activities.

#4 Modern Social Problems

Students preparing to teach in a correctional setting should be able to exhibit and teach:

Skills:

Problem-solving skills.

Understanding of various cultures.

Skills necessary for managing time wisely.

The ability to interpret the news.

Social skills for becoming involved in leisure time activities.

Sociological Understandings:

Responsibility for one's actions.

Social adjustment values and the ability to talk, listen and relate to non-offenders and offenders.

The ability to accept physical and social limitations.

Social skills such as good manners, cooperation, good grooming, fairness, and firmness.

#5 Communication Skills

Students preparing to teach in a correctional setting should be able to exhibit and teach:

Reading Skills

The ability to evaluate what one hears and reads.

Creative Writing

All communication correlated with language arts, creative writing, and media.

Composition

The ability to write a letter.

Functional English

The ability to use "free world" English correctly.

Library Skills

Use of the library.

#6 Spanish

Students preparing to teach in a correctional setting should be able to exhibit and teach:

An understanding of the Spanish speaking people.

An understanding of the culture of the Spanish speaking.

The ability to speak Spanish as a second language.

#7 Psychology of Personality

Students preparing to teach in a correctional setting should be able to exhibit and teach:

Sincere interest in understanding others.

The ability to determine when conformity is necessary.

Ability to relate to people of various age levels.

Realistically accept what one is capable of doing.

Skills for building self confidence.

The ability to exercise self control.

The realization and acceptance of improving emotional stability, personal appearance and personality traits.

The ability to accept the present and prepare for a better tomorrow.

The value of having a "quiet place" for self reflection, evaluation, and reaffirmation of goals.

Appropriate behavior in varying situations.

Ability to build healthy relations with people who are important to the individual.

Biological and psychological growth and development.

Psychology of human growth and development.

#8 Economics

Students preparing to teach in a correctional setting should be able to exhibit and teach:

The principles of budgeting.

Economics of home and family living.

The ability to distinguish between basic economic needs and luxuries.

Judgmental buying.

The ability to evaluate the commodities which are purchased.

The principles of credit and installment buying.

The ability to make choices and set priorities in buying.

Principles of banking and tax laws.

An understanding of the business process.

A background in business mathematics.

#9 Psychology of Adult Learning

Students preparing to teach in a correctional setting should be able to exhibit and teach:

Awareness of many ways of advancing education.

Recognize handicaps and diminishing mental capacities.

The importance of knowing the facts before becoming involved in any activity.

#10 Abnormal Psychology

Students preparing to teach in a correctional setting should be able to exhibit and teach:

The ability to understand and cope with behavior which deviates from the norm.

#11 Elements of Social Psychology

Students preparing to teach in a correctional setting should be able to exhibit and teach:

The importance of group interaction.

A general overview of all activities which contribute to the wise use of leisure.

Avoidance of physical reactions to hostility.

General principles of the group process.

The value of group therapy.

Ability to interact in a group situation.

Principles of psychology useful in understanding self and others.

An understanding of social and ethnic frustrations.

The ability to set goals and outline a strategy for achieving them.

Development and adherence to a scheduling of time.

The ability to complete a task under any conditions.

Leisure time should be a vital and important part of one's life.

Concept of "rights and responsibilities."

The ability to "overcome" the free world attitudes toward offenders.

Basic psychological understandings.

An understanding of and awareness to body language.

An awareness of non-verbal communication.

Skills necessary for analyzing one's self.

Skills necessary for understanding others and accepting their feelings.

The ability to face situations which arise in the institution.

Skills in working in encounter groups to allow for self identity.

Skills for building a strong value system.

The need to rebuild and create new life styles.

Decision-making skills.

Skills for working in groups.

The ability to formulate and live within a life style suited to the needs and hopes of the individual.

Ability to make logical decisions.

The value of common sense in the decision making process.

The team approach for arriving at decisions and in problem solving situations.

#12 Vocational Psychology

Students preparing to teach in a correctional setting should be able to exhibit and teach:

The ability to give and take oral and written examinations.

Counselling in order to make the world of work relevant to student's ability.

Cluster approach to career education.

Importance of preparing for vocational work.

That work is necessary and happiness is attained through job satisfaction.

Careers may change; one is not locked into a job for life.

That one is best suited for a job in which he/she has some skills and interest.

Knowledge of existing employment for released offenders and probable salaries.

Prepare job samples to illustrate work area.

Importance of good fringe benefits in accepting a job.

Encourage capable students to look toward more education and skilled jobs in business and industry.

The importance of outstanding, consistent work to overcome past records.

A survey of the histo-v of the labor movement and job families.

Skills necessary for getting and keeping a job.

Several courses which would enhance the professional growth of teachers in a correctional setting were suggested by Task Force members. These courses are considered basic and vital to understanding the adult student and the educational environment and philosophies in which they will work. These suggested courses are:

1. Methods of Teaching Adults. A study of techniques and methods useful and effective when working with adults.

2. A Survey of Correctional Education - A study of past and present correctional education programs.

This list of courses and concepts represents the responses from participants and Task Force members only. Additional considerations should be made by professional education training people.

Exhibit A

COLLEGE CURRICULUM FOR CORRECTIONAL INSTRUCTIONAL PERSONNEL

TASK FORCE

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See letter-Exhibit B)

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Exhibit B

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COUNCIL MEMBERS
W. FORREST SMITH, Dallas, Chairman
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TEXAS YOUTH COUNCIL

Sam Houston State Office Building
Tenth Floor
201 East 14th Street
AUSTIN, TEXAS 78701

April 25, 1974

Mr. Stuart B. McKenty
Consortium C
202 North Loop West
Houston, Texas 77018

Dear Mr. McKenty:

I have reviewed your Prospectus regarding college curriculum for correctional and instructional personnel. I feel that the Texas Youth Council should delay in becoming involved in your project at this time. We have recently contracted with Carkhuff and Associates to contract a $230,00.00 needs assessment and program evaluation. One of the main areas in the evaluation will be the need for training of the educational staff.

As the evaluation develops, the Texas Youth Council will become aware of the educational needs of the children and youth and then be in a better position to assess the needs of the staff. Therefore, I feel at this time, I will refrain from joining you at your conference in Huntsville next week. Thank you for considering us in your proposal.

Sincerely,

Dennis A. Romig

Dennis A. Romig, Ph.D.
Director of Education, Training
and Evaluation

DAR:kaa

Exhibit C

The following are responses from inmates

Questionnaire A

Please answer each of the questions below.

1. 41 Male 19 Female

2. Educational status on arriving at Texas Department of Corrections (TDC)?

   Check One: Gr. 1-6 7 Grades 7-9 28 Gr. 10-12 24
   College ____

3. Check the one which describes where you grew up.

   City-Urban 50 Rural 10

4. Are you attending school while at TDC?

   Yes 60 No 0

5. If you are not attending school, please check your reason.

   ____ Too little time

   ____ Not interested

   ____ Did not offer what you needed

   ____ Did not need it

   ____ Other (State why) ____

6. Which of the following best describes your feelings toward your classes at TDC?

   19 Appropriate

   18 Not appropriate

   10 What you needed

   8 Not what you needed

7. Some teachers use a technique in teaching which is best for your learning style. In a few words, describe the teacher (do not name) you think did the most for you in a correctional educational setting. ____

   ____

   ____.

The following are responses from inmates at TDC.

37 Narcotics and Vice Control
36 Photograph
35 Law & Society
35 Criminology
33 Driver's Education (Commercial)
33 Drug Education
32 Constitutional Law
32 Leather Crafts
30 Driver's Education (To drive private automobile)
30 Radio and TV Repair
29 Welding
28 Football
28 Human Relations
26 Electronics
25 Federal Government
24 Vocational Education
24 Painting and Decorating
24 Plumbing
24 Spanish
24 Computer Programming
23 Sex Education
23 Cabinet Making
23 Family Life
22 State Government
22 International Law
22 Body Health & Hygiene
21 Brick laying & plastering
21 Printing
21 General Mathematics
21 Track and Field
20 World History
20 Carpentry
20 Drafting
20 Music Appreication
20 Baseball
20 Psychology of Learning
20 Psychology of Personality
18 Automotive Technology
18 Tailoring
17 Creative Writing
17 Negro History
17 Labor Problems
17 Drafting
16 General Economics
16 Family Life Education
16 French
16 Basketball
16 Tennis
16 Educational Psychology
16 Chemistry
15 Effective Reading
15 Modern Social Problems
14 Beginning English
14 Functional English
14 American History
14 Fundamental of Crafts
14 Elements of Social Psychology
13 Dance
13 General Psychology
12 German
12 Vocational Psychology
12 Abnormal Psychology
12 Biology
12 General Science
12 Social Changes
11 Local Government
11 Physics
11 Introduction to Sociology
10 Social and Political History of U.S.
10 Economic History of U.S.
10 Recent American History
10 Clothing and Textiles
10 College Algebra
9 Regional Geography of North America
9 Nutrition
9 Geology
9 Zoology
9 Urban Life
8 Mental Hygiene
8 Development of Man
8 Industrial Psychology
7 Meal Planning and Service
6 Composition
5 Family Life Nutrition
4 Municipal Life Government
4 Botany

Exhibit D

These responses are from parolees.

Questionnaire B

Please answer each of the questions below.

1. 15 Male 4 Female

2. Check the one which describes where you grew up.

   4 Rural 15 City (Urban)

3. Did you attend school while at Texas Department of Corrections:
   18 Yes ____ No.

4. If so, what was your educational status when you entered Texas Department of Corrections?

   Check One: Gr. 1-6 2 Gr. 7-9 4 Gr. 10=12 11
   College 2

   What was your educational status on leaving TDC?

   Gr. 1-6 1 Gr. 7-9 5 Gr. 10-12 5
   College 3 GED 3

5. If you did not attend classes, please check your reason.

   1 Too little time

   ____ Not interested

   1 Did not offer what you needed

   ____ Did not need it

   3 Other (State why) Vocational; already completed; GED teacher

6. Which of the following best describes your feelings toward your classes while at TDC?

   12 Appropriate

   1 Not appropriate

   5 What you needed

   1 Not what you needed

Exhibit D

These responses are from parolees:

15 Carpentry
14 Cabinet Making
13 Photography
13 Bricking laying & Plastering
13 Radio and TV Repair
12 Leather Crafts
12 Welding
11 Drug Education
11 Printing
11 Computer Programming
11 Football
11 Drafting
10 Vocational Education
10 Electronics
10 Painting and Decorating
9 Drafting
9 Creative writing
9 Constitutional Law
9 Drivers Education (Private)
9 Plumbing
9 Tailoring
9 Baseball
9 Human Relations
8 Automotive Technology
8 State Government
8 Federal Government
8 Driver's Education (Commercial)
8 Fundamental of Crafts
8 General Mathematics
7 General economics
7 International Law
7 Negro History
7 World History
7 Track and Field
7 Vocational Psychology
7 Effective Reading
6 Mental Hygiene
6 Social and Political History of U.S.
6 Recent American History
6 Nutrition
6 Spanish
6 Basketball
6 Psychology of Personality
6 Modern Social Problems
6 Criminology
5 Labor Problems
5 Law & Society
5 Narcotics & Vice Control
5 Functional English
5 Local Government
5 Municipal Government
5 Sex Education
5 Clothing and Textiles
5 Tennis
5 Psychology of Learning
5 Physics
4 Beginning English
4 Composition
4 American History
4 Franch
4 German
4 College Algebra
4 Music Appreication
4 General Psychology
4 Elements of Social Psychology
4 Abnormal Psychology
4 Biology
4 Chemistry
4 Family Life
4 Introduction to Sociology
4 Social Changes
3 Urban Life
3 Body Health and Hygiene
3 Economic History of U.S.
3 Dance
3 Educational Psychology
3 Industrial Psychology
3 Zoology
2 Regional Geography of N.A.
2 Development of Man
2 Family Life Nutrition
2 Family Life Education
2 General Science
1 Geology
0 Meal Planning and Service
0 Botany

Exhibit E

Questionnaire C

The following are the responses from teachers in TDC:

27	Drug Education
24	Modern Social Problems
23	Body Health and Hygiene
22	Functional English
22	State Government
22	General Mathematics
21	Human Relations
21	Law and Society
20	Beginning English
19	Brick laying and plastering
18	Local Government
18	Federal Government
18	Mental Hygiene
18	Plumbing
18	Radio and TV Repair
17	Sex Education
16	Family Life Education
16	Cabinet Making
16	Welding
16	Vocational Education
15	Creative Writing
15	Constitutional Law
15	Psychology of Personality
15	Effective Reading
15	Family Life
15	Carpentry
15	Painting and Decorating
15	Photography
14	Negro History
14	Printing
14	Spanish
14	General Psychology
12	Composition
12	Social and Political History of U.S.
12	General Science
12	Automotive Technology
12	Social Changes
11	Driver's Education (To drive private auto)
11	American History
11	Nutrition
11	Family Life Nutrition
11	Leather Crafts
11	College Algebra
11	Introduction to Sociology
11	Drafting
11	Electronics
10	World History
10	Tailoring
10	Music Appreciation
10	Vocational Psychology
10	Biology
10	Narcotics and Vice Control
9	General Economics
9	Drafting
9	Criminology
8	Development of Man
8	Meal Planning and Service
8	Fundamental of Crafts
8	Elements of Social Psychology
8	Botany
7	Recent American History
7	Dance
7	Chemistry
7	Labor Problems
6	Regional Geography of North America
6	Driver's Education (Commercial)
6	Clothing and Textiles
6	Computer Programming
6	Basketball
6	Zoology
5	Psychology of Learning
5	Geology
4	Municipal Government
4	Economic History of U.S.
4	Baseball
4	Abnormal Psychology
4	Physics
3	International Law
3	French
3	Industrial Psychology
3	Urban Life
2	German
2	Football
2	Tennis
2	Track and Field
1	Educational Psychology

Exhibit F

These were results from Institutional Support Personnel.

Questionnaire C

19	Radio and TV
17	Welding
17	Tailoring
17	Printing
17	Plumbing
16	Cabinet Making
16	Drug Education
15	Law and Society
15	Human Relations
15	Carpentry
15	Brick laying & plastering
15	Electronics
15	Beginning English
14	Painting & Decorating
14	State Government
14	Body Health & Hygiene
14	General Mathematics
13	Vocational Education
13	Drafting
13	Automotive Technology
11	Driver's Education (Private)
11	Effective Reading
11	Fundamentals of crafts
11	Drafting
10	Sex Education
10	Family Life
10	Leather Crafts
10	Computer Programming
10	General Psychology
9	Federal Government
9	Constitutional Law
9	Modern Social Problems
9	Narcotics & Vice Control
8	Abnormal Psychology
8	General Science
8	Photography
8	Social Changes
6	General Economics
6	Creative Writing
6	Local Government
6	Mental Hygiene
6	Clothing & Textiles
6	Nutrition
6	Meal Planning & Service
6	Family Life Education
5	Functional English
5	Spanish
5	Vocational Psychology
5	Psychology of Personality
5	Chemistry
5	Labor Problems
5	Criminology
4	Composition
4	Driver's Education (commercial)
4	Negro History
4	Baseball
4	Tennis
4	Elements of Social Psychology
4	Industrial Psychology
4	Biology
4	Botany
3	American History
3	Family Life Nutrition
3	Basketball
3	Educational Psychology
3	Introduction of Sociology
2	International Law
2	Recent American History
2	College Algebra
2	Music Appreication
2	Football
2	Psychology of Learning
2	Geology
1	Social & Political History of U.S.
1	World History
1	French
1	German
1	Track & Field
1	Physics
1	Urban Life
0	Regional Geography of N.A.
0	Municipal Government
0	Economic History of U.S.
0	Development of Man
0	Dance
0	Zoology

Exhibit G

Questionnaire D

Name _____

School or Institution _____

Position _____

The following is a list of courses which are taught at the college level as a part of the preparation of teachers. Review the list carefully. Before each listing, please place a check on one of the columns. If you feel the course should be a part of the undergraduate program, place your check in Column A; if you feel the course should be at a graduate level, place your check in Column B; if you feel the content would more appropriately be offered as a non-credit inservice activity, place your check in Column C; and if you think it is unnecessary, place your check in Column D.

(A) Under Graduate	(B) Graduate	(C) In-Service	(D) Not Necessary	
				Economics
11		2	2	General
				English
13			2 *HS	Beginning English
14			1 *HS	Functional English
12	2	1		Composition
5	3	1	2	Creative Writing
				Geography
8			7	Regional Geography of North America
7		2	6	The Teaching of Geography
				Government
10	2	2	2	Local Government
13	1	2		State Government
14	1	1		Federal Government
8	4	1	2	Constitutional Law
5	1	2	5	Municipal Government
	9		5	International Law
				Health Education
4		4	7	Driver's Education - Operator
3		4	9	Driver's Education - Commercial
11		4		Body Health and Hygiene
12	2	5		Mental Hygiene
9	2	8		Drug Education
8	1	6	1	Sex Education

*High School

(A) Under Graduate	(B) Graduate	(C) In-Service	(D) Not Necessary	
				History
				Social and Political History of the United States
10	5		1	
16				American History
12		1	2	Negro History
15		1		World History
				Economic History of the United States
7	4	3	4	
11	1	3	1	Recent American History
9	3		3	Development of Man
				Home Economics
2		3	10	Clothing and Textiles
3		2	10	Nutrition
2		4	9	Meal Planning and Service
8	2	5	1	Family Life Education
				Industries
5		5	4	Fundamentals of Crafts
2		6	6	Leather Craft
1	1	6	6	Bricklaying and plastering
1	1	6	6	Cabinet making
1	1	6	6	Carpentry
6	1	3	4	Vocational Education
3	1	5	6	Drafting
1	1	5	7	Electronics
1	1	5	7	Painting and decorating
1	1	5	7	Automotive TEchnology
2	4	3	4	Labor Problems
3	1	5	6	Drafting
3	1	4	7	Photography
1	1	6	6	Radio and Television repair
1	1	6	6	Plumbing
1	1	6	6	Printing
1	1	6	6	Tailoring
1	1	6	6	Welding
				Languages
5	2		8	French
4	2		9	German
11			4	Spanish
				Mathematics
14		1	1	General Mathematics
10	1		4	College Algebra
4	1	2	10	Computer Programming
				Music
9			6	Music Appreciation
				Physical Education
4		3	9	Baseball
4		3	9	Basketball
3		4	9	Dance
3		4	9	Football
3		4	9	Tennis
4		3	9	Track and Field

(A) Under Graduate	(B) Graduate	(C) In-Service	(D) Not Necessary	
				Psychology and Guidance
15		2		General Psychology
14	1	3		Educational Psychology
12	2	4		Elements of Social Psychology
13	5	1		Psychology of Learning
7	5	2	3	Vocational Psychology
8	4	2	2	Industrial Psychology
13	6	2		Abnormal Psychology
10	9	2		Psychology of Personality
13	5	4		Human Relations
				Reading
13	3	6	1	Effective Reading
				Science
13	2		1	Biology
8	1		4	Botany
11	2		2	Chemistry
14			1	General Science
10	3		2	Physics
7			6	Geology
8			5	Zoology
				Sociology
12	7			Criminology
12	5	1	1	Family Life
14	2	2	1	Introduction to Sociology
12	3	2	1	Modern Social Problems
10	6	3		Social Changes
9	8	3	1	Urban Life
				Fundamentals of Teaching
11	4	3	1	Construction of Learning Packets (Modules)
15	6	3		Individualized Instruction
12	6	1		Human Growth and Development
11	7	1		Testing
12	2	2	1	Use of Media
7	3	2	2	Values Clarification
9	1	2	4	Methods and Materials in Social Hygiene
9	1	1	4	Introduction to Health and Physical Education
11	3	1	3	Methods of teaching vocational subjects
13			2	Teaching Elementary Mathematics
8			6	General Methods of Physical Education
12	5	2	1	Methods of teaching reading
11	4	2	1	Developmental reading

(A) Under Graduate	(B) Graduate	(C) In-Service	(D) Not Necessary	
12	6	2		Diagnosis of Reading Problems
12	1		3	Methods in teaching of Elementary Science
5	2	1	8	Library Science

OTHER (List other courses which you would recommend)

(A) Under Graduate	(B) Graduate	(C) In-Service	(D) Not Necessary	COURSES
1				Sociology: Racial and Cultural Minorities
2				Juvenile Delinquency
2				Corrections Process Course
	1			Counselling on CommunicationSkill
1				History and Philosophy of Ed.
	1			Educational Philosophy
1	1			Curriculum Planning
	1			Public Finance
1				Personnel Management
2				Penology
	2			Understanding Human Behavior
	2			Psychology of Youthful Offender
	2			Seminar in Deviant Behavior
1				Typing, Business Acct.
1				Art Appreciation

Exhibit H

Please return to Dr. Lane Murry or Mr. Chris Tracy.

Name_____

Summer Mailing Address_____

_____

Following each topic below, list three important ideas (or concepts) which a teacher working in a correctional institution should exhibit and be able to teach. Each response should be brief; preferably five to six words in length. Broad generalities are acceptable. Leave any spaces blank where you do not feel that they apply or where three concepts are more than you consider necessary.

Example:

UNDERSTANDING OTHERS

1. Black history
2. have some background in the life of the Chicano
3. understand the feelings of one from the ghetto society

Following the example above, please complete the remaining ones.

COMMUNICATION

1. _____
2. _____
3. _____

WORLD OF WORK (CAREER EDUCATION)

1. _____
2. _____
3. _____

UNDERSTANDING SELF

1. _____

2. _____

3. _____

WORLD OF REALITY

1. _____

2. _____

3. _____

CONSUMER EDUCATION

1. _____

2. _____

3. _____

USE OF LEISURE TIME

1. _____

2. _____

3. _____

PSYCHOLOGICAL UNDERSTANDINGS

1. _____

2. _____

3. _____

SOCIAL SKILLS

1. _____

2. _____

3. _____

HUMAN RELATION SKILLS

1. _____

2. _____

3. _____

GROUP DYNAMICS

1. _____

2. _____

3. _____

The following is a list of the concepts which were submitted by participants responding to the Delphi Survey. Due to the many which were suggested, all which were listed two or more times were used.

The instructional leader in a correctional setting should exhibit and be able to teach:

Communications

1. Social adjustment values and the ability to talk, listen and relate to non-offenders and offenders.
2. The ability to know when and how to speak in a language of sub-cultures.
3. The ability to use "free world" English correctly.
4. Sincere interest in understanding others.
5. All communication correlated with language arts, creative writing, and media.
6. The ability to evaluate what one hears and reads.
7. The ability to give and take oral and written directions.
8. The ability to interpret the news.
9. The ability to write a letter.

World of Work

1. Knowledge of existing employment for released offenders and probable salaries.
2. A survey of the history of the labor movement and job families.
3. Correlation of pre-employment orientation, skills training, and ongoing employment counselling.
4. The importance of outstanding, consistent work to overcome past record.
5. Counselling in order to make world of work relevant to student's ability.
6. Prepare job samples to illustrate work areas.
7. Importance of good fringe benefits in accepting a job.
8. That work is necessary and happiness is attained through job satisfaction.
9. Careers may change; one is not locked into a job for life.
10. That one is best suited for a job in which he/she has some skills and interest.
11. Realistically accept what one is capable of doing.
12. Encourage capable students to look toward more education and skilled jobs in business and industry.
13. Awareness of many ways of advancing education.

14. Cluster approach to career education.
15. Importance of preparing for vocational work.

Understanding Self

1. Skills necessary for analyzing one's self.
2. Skills necessary for understanding others and accepting their feelings.
3. Biological and psychological growth and development.
4. The ability to formulate and live within a life style suited to the needs and hopes of the individual.
5. Skills for working in groups.
6. Skills for building a strong value system.
7. The ability to accept physical and social limitations.
8. The ability to accept failure.
9. Decision-making skills.
10. The ability to face situations which arise in the institution.
11. The ability to face family situations.
12. Skills for building self confidence.
13. The ability to exercise self control.
14. The realization and acceptance of improving emotional stability, personal appearance and personality traits.

World of Reality

1. The ability to accept, understand and deal with the real world.
2. The respect for law and order.
3. The need to rebuild and create new life styles.
4. The ability to distinguish between basic economic needs and luxuries.
5. Problem-solving skills.
6. How to meet the demands of home life.
7. The ability to set goals and outline a strategy for achieving them.
8. Skills necessary for managing time wisely.
9. The ability to "overcome" the free world attitudes toward offenders.
10. The ability to accept the present and prepare for a better tomorrow.
11. The ability to complete a task under any conditions.
12. The importance of knowing the facts before becoming involved in any activity.

Consumer Education

1. Judgmental buying.
2. The ability to evaluate the commodities which are purchased.
3. The principles of credit and installment buying.
4. The ability to make choices and set priorities in buying.
5. Principles of banking and tax laws.
6. Economics of home and family living.
7. An understanding of the business process.
8. A background in business mathematics.
9. The principles of budgeting.

Use of Leisure Time

1. Knowledge of and interest in physical activities that can be continued throughout adult life.
2. Importance of both individual and group leisure activities.
3. Arts and crafts.
4. Use of the library.
5. Development and adherence to a scheduling of time.
6. Cultivating friends and activities which will provide clean, law-abiding activities.
7. The importance of hobbies and recreation.
8. Leisure time should be a vital and important part of one's life.
9. A general overview of all activities which contribute to the wise use of leisure.
10. The value of having a "quiet place" for self reflection, evaluation, and reaffirmation of goals.

Psychological Understandings

1. Acceptance of each individual as a person of worth whose needs must be met.
2. Skills in working in encounter groups to allow for self identify.
3. Basic psychological understandings.
4. Ability to accept the role of ex-offenders and restructure life.
5. To recognize handicaps and diminishing mental capacities.
6. To recognize and be able to deal with manipulators, neurotics and aggressors.
7. To recognize the factors which make us like or dislike another person.

8. Principles of psychology useful in understanding self and others.
9. An understanding of social and ethnic frustrations.
10. Psychology of human growth and development.
11. An understanding of and awareness to body language.
12. Acceptance of prison atmosphere.
13. Ability to build healthy relations with people who are important to the individual.

Group Dynamics

1. Skills necessary for the role of group discussion leader.
2. General principles of the group process.
3. The value of group therapy.
4. Sensitivity to other's feelings and temptations.
5. The importance of group interaction.
6. The team approach for arriving at decisions and in problem solving situations.
7. Avoidance of physical reactions to hostility.
8. An awareness of non-verbal communication.
9. Respect for rights and property of others.

Human Relations

1. Skills necessary for establishing rapport with other individuals.
2. Ability to make logical decisions.
3. Ability to use social skills such as courtesy, constructive criticism, expressing sympathy, exhibiting patience, and concern for others.
4. Responsibility for one's actions.
5. The value of common sense in the decision making process.
6. The importance of good human relation skills in all groups.
7. Understanding of various cultues.
8. The importance of truthfulness in working with others.

Social Skills

1. Respect for others and for their opinions.
2. Ability to relate to people of various age levels.
3. Social skills for becoming involved in leisure time activities.

4. Appropriate behavior in varying situations.
5. "Coping" skills preparing him/her to accept and communicate with strangers.
6. Social skills such as good manners, cooperation, good grooming, fairness, and firmness.
7. The ability to determine when conformity is necessary.
8. Skills necessary for getting and keeping a job.
9. Understanding the peer code of ethics for inmates.
10. Concept of "rights and responsibilities."
11. Ability to interact in a group situation.

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